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ABSTRACT

This document contains the final evaluation profile for the Bilingual Academic Services and Integrated Career Systems (Project BASICS). A brief extract presents an overview of salient points of the project: funding cycle; enrollment figures; background of students served; admission criteria; and programming features, strengths, and limitations, including the outcome of all objectives. The extract is followed by the body of the report, which includes information on staffing, program implementation, and outcome and implementation objectives. Instructional objectives are presented first, followed by noninstructional objectives. The report then addresses those aspects of programming mandated by Title VII regulations that do not have specifically stated objectives. Included is information on attendance and dropout rates, grade retention, mainstreaming, referrals out of the program to meet special needs of the students, and withdrawals. It is noted that Project BASICS was fully implemented and that students received guidance for furthering their education and for career enhancement; that the project met its objectives for English as a second language, staff development, curriculum development, and parental involvement; that it met its objectives for content area subjects in mathematics and social studies but not science; that it failed to achieve its objectives for attendance and dropout prevention; and that it met two career development objectives but did not provide the data necessary to evaluate a third objective. A case history concludes the report. Data for the profile are described in the appendix. (NB)

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OREA Report

The Bilingual Academic Services and
Integrated Career Systems
(Project BASICS)
Grant Number: G008710497
1990-91

FINAL EVALUATION PROFILE

C6024276

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The Bilingual Academic Services and
Integrated Career Systems
(Project BASICS)
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FINAL EVALUATION PROFILE

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7/26/91

CG

FOREWORD

The body of this report is preceded by an Extract which presents an overview of salient points of the project: funding cycle; enrollment figures; background of students served; admission criteria; and programming features, strengths, and limitations, including the outcome of all objectives. The extract also presents the conclusions drawn by the Office of Research, Evaluation, and Assessment (OREA) about the program and its recommendations for program improvement.

The extract is followed by the body of the report, titled Program Assessment. This includes such information as staffing, program implementation, and outcome and implementation objectives. Instructional objectives are presented first, followed by noninstructional objectives. The report then addresses those aspects of programming mandated by Title VII regulations that do not have specifically stated objectives. This may be information on attendance and dropout rate, grade retention, mainstreaming, referrals out of the program to meet special needs of the students, and withdrawals. A case history concludes the report.

Data for this profile were collected and analyzed using a variety of procedures, which are described in the Appendix following the text.

ACKNOWLEDGMENTS

This report has been prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit of the Office of Research, Evaluation, and Assessment.

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E.S.E.A. Title VII Evaluation Profile

The Bilingual Academic Services and Integrated Career Systems (Project BASICS)

Grant Number: G008710497

1990-91

EXTRACT

PROJECT DIRECTOR: Alice Hartley FUNDING CYCLE: Year 4 of 5

SITE

School	Borough	Grade Levels	Enrollment* (fall)	Enrollment* (spring)
Bayside High School	Queens	9-12	151	161

*The project enrolled 195 students (nine more than in the previous year).

STUDENT BACKGROUND

Native Language	Number of Students	Countries of Origin	Number of Students
Korean	73	Korea	73
Chinese	56	Taiwan	31
Mandarin	34	Hong Kong	21
Cantonese	22	Colombia	8
Spanish	28	Afghanistan	6
Other languages	38	Other countries	56

Mean Years of Education in Native Country: 8.2; in the United States: 3.3

Percentage of Students Eligible for Free Lunch Program: 43.6

Most of the students had some type of job after school. All the project students were performing on grade level. Science and social studies were the subjects with which the students seemed to have the most difficulty, they were better in mathematics as a result of schooling both in their native country and in the United States.

ADMISSION CRITERIA

The project admitted students who scored at or below the 40th percentile on the Language Assessment Battery (LAB). Former participants needing additional transitional services were considered for participation as opted-in students.

PROGRAMMING

Features

Bayside High School is a music and art magnet school at which Project BASICS provided limited English proficient (LEP) students with instruction in English as a Second Language (E.S.L.), bilingual instruction in

content area subjects, and career education. Project BASICS gave underachieving students individualized tutoring and assistance in preparing for college admission examinations. Students were also involved in cultural activities designed to reinforce cultural identity and self-esteem. Polyglot, a booklet of essays, poems, and word games contributed by project students, gave students the opportunity to express their feelings about this country and to compare their cultures. A student employment survey was conducted to determine students' needs and job interests in order to develop a Career Apprenticeship Program. Perspectives, the newsletter of the E.S.L. program, kept students informed of school policies and career opportunities.

Strengths and Limitations

Strengths of the program were its tutoring and career guidance, given on an individual basis. One of the limitations reported was the lack of sufficient funds to buy computer equipment for students in the resource room.

CONCLUSIONS AND RECOMMENDATIONS

Project BASICS was fully implemented. Students received guidance for furthering their education and for career enhancement. Many of the students achieved recognition citywide in mathematics, science, and art. The project met its objectives for E.S.L., staff development, curriculum development, and parental involvement. It met its objective for content area subjects in mathematics and social studies but not science. Project BASICS failed to achieve its objectives for attendance and dropout prevention. The project met two career development objectives but did not provide the data necessary to evaluate a third objective.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Provide OREA with the data necessary to evaluate all objectives.
- The dropout prevention objective for the program was unrealistic and should be adjusted.
- Explore reasons why project students' dropout rate was higher than mainstream students'.

PROGRAM ASSESSMENT

STAFFING

Title VII Staff (Total 1)

Title	Degree	Language Competencies	Funding
Curriculum Resource Specialist	Ph.D.	Spanish	Full time

Other Staff Working With Project Students (Total 4)

Title	Degree	Certification	Teaching/Communicative Proficiencies (TP/CP)*	
Project Director	M.A. 4	French 2	French	TP 2
Teacher (2)		E.S.L. 2	Spanish	TP 1
Paraprofessional			Greek	TP 1

IMPLEMENTATION AND OUTCOMES (Objectives prefaced by •)

English as a Second Language (E.S.L.)

Levels	Periods Weekly
Beginning	3
Intermediate	2
Advanced	2

Project BASICS used the free-standing program, which was not bilingual. It used the language skills approach for developing listening, speaking, reading, and writing skills. Role-playing was another technique. One teacher used the cooperative learning technique (in which groups shared information amongst themselves), and paired activities were used to develop oral proficiency. The project students were taught descriptive writing skills and also participated in writing the students' magazine, in which they discussed experiences in their native countries. Computer skills, including word processing, computer-assisted instruction, and reading and writing programs, were incorporated into the classroom. Project BASICS subscribed to Educational Activities Incorporated, a computer-assisted instructional program.

Beginning and intermediate levels of E.S.L. used McGraw-Hill's Pathways to English series and Prentice-Hall's Expressways, English for Communication series. See Appendix B for a list of textbooks.

*Teaching Proficiency (TP): Competent to teach in this language.
Communicative Proficiency (CP): Conversational capability only.

- As a result of participating in the program, 70 percent of targeted students will demonstrate an appropriate increase in English language proficiency.

Evaluation Instrument: Language Assessment Battery*

Pretest: March 1990; posttest: March 1991.

Number of students for whom pre- and posttest data were reported: 114

Percentage of students showing a gain: 77.2

Project met objective.

Native Language Arts (N.L.A.)

All project students had some literacy skills in their native language.

Project BASICS did not propose any N.L.A. objectives.

Content Area Subjects

- At least 70 percent of students enrolled in E.S.L. content-based classes (science, mathematics, and social studies) will score at or above the passing criterion of 65.

Evaluation Indicator: Final course grades.

Students Achieving Passing Grades

	Fall		Spring	
	Total Number	Percentage	Total Number	Percentage
Mathematics	147	74.1	127	77.2
Science	116	67.2	98	65.3
Social studies	147	72.1	130	79.2

Project met objective for mathematics and social studies.

Career Development

A significant number of students expressed interest in college careers and asked for individualized counseling regarding college applications. Project students visited a college campus and attended a discussion about careers and professions.

*OREA used a gap reduction design to evaluate the effect of supplementary instruction on project students' performance on the LAB. Since all LEP students in New York City are entitled to such instruction, no valid comparison group exists among these students, and OREA used instead the group on which the LAB was normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.06. It is assumed that the norm group has a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

- As a result of participating in the program, 75 percent of students will show a statistically significant improvement in occupational aspiration between pre- and posttest measures.

Teacher-prepared pre/post career scale tests were administered to students. The project, however, did not provide the data necessary to evaluate this objective.

OREA could not evaluate objective.

- The program will organize at least one career conference with representatives from eight career clusters.

A Career Conference at Bayside High School took place in April in the school library. Career clusters included accounting, computer skills, word processing, bilingual secretarial skills, paralegal careers, hotel management and technology, nursing, pre-engineering, and pre-medical.

Project met objective.

- The career resource specialist will have developed student apprenticeship/internships at 15 or more sites.

Project BASICS students were placed in eight different school offices (including art, mathematics, science, and foreign language) as career-trainees. In addition, more than eight E.S.L. students developed career skills by working in the community as librarians' assistants, dieticians' aides, cashiers, doctors' receptionists, restaurant workers, and sales personnel.

Project met objective.

Attendance

Truants and students who cut classes were identified and put on daily sign-in sheets and their parents contacted in the home language. Counseling was offered and translators were available to facilitate communication. Parents were told numerous times of the importance of good attendance, and letters of invitation were sent home prior to parent teacher conference week to encourage parents to visit and discuss their children's attendance as well as their progress.

- As a result of participating in the program, project students' attendance rates will be significantly higher ($p<.05$) than that of mainstream students.

Project students' attendance rate was 82.8 percent. The mainstream students' attendance rate citywide was 82.3 percent. Students participating in Project BASICS had a higher attendance rate than did mainstream students, however, this difference was not significant.

Project did not meet objective.

Dropout Rate

- Program students will have a significantly lower dropout rate than similar non-program students.

Project students' dropout rate was 4.1 percent. Mainstream students' dropout rate was 1.8 percent, unusually low.

Project did not meet objective.

Staff Development

The project gave four presentations to participating staff on the use of E.S.L. materials and techniques. Topics of professional interest were also discussed at monthly departmental meetings.

- Eighty-five percent of program staff will participate in 90 percent of teacher training workshops and conferences.

As in the past, OREA evaluated this objective with reference to the curriculum resource specialist (the only Title VII staff member) and the project director only. Both attended four workshops held at other high schools on such topics as "The Native Language Student in Spanish" and "The LEP Student in Vocational Education" and also went to a conference at the Museum of the Moving Image. The project director also attended meetings on administrative topics held under the auspices of the Office of Bilingual Education and Minority Language Affairs (OBEMLA) and the National Association for Bilingual Education (NABE).

Project met objective.

Curriculum Development

- By the end of the project year, the curriculum specialist will have developed four subject-matter oriented instructional units for E.S.L.-based math, science, and social studies.

The curriculum resource specialist completed at least four lesson plans in each of the following: biology, tenth grade mathematics, and economics. Each unit used linguistically simplified concepts as building blocks.

Project met objective.

- The curriculum specialist will have produced an E.S.L.-based curriculum guide in at least one career cluster.

The curriculum specialist produced an E.S.L.-based curriculum guide in music.

Project met objective.

Parental Involvement

- Parents of students who participate in the project will show an attendance rate at Open School Day/Evening equal or greater than that of mainstream parents.

Parental Attendance Rates at Open School Day/Evening

	Fall	Spring
Project	27.8 percent	18.0 percent
Mainstream	20.8 percent	17.6 percent

Project met objective.

STUDENTS WITH SPECIAL ACADEMIC NEEDS

Project BASICS did not provide services for handicapped students. Several gifted or talented students participated in the school's specialized Music and Art Program, and several others took advanced placement courses in mathematics, science, French, and/or Spanish.

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MAINSTREAMING

Twelve students (6.2 percent of participants) were mainstreamed.

Academic Achievement of Former Project Students in Mainstream

Twenty seven of the previous year's participants were mainstreamed. Their subsequent performance is described below:

Mainstream Subject	Students Enrolled	Students Achieving Passing Grades
English	12	11 (91.7 percent)
Mathematics	13	11 (84.6 percent)
Science	12	12 (100 percent)
Social Studies	12	10 (83.3 percent)

CASE HISTORY

J.L. and R.L. are two Chinese sisters who came to the United States two years ago. They started in Project BASICS as intermediate E.S.L. students. With the help of individualized tutoring and counseling they were soon promoted to the advanced and transitional classes. They were also able to participate in AP mathematics and science courses. The project recommended them for a special Opportunity to Learn Program held at Queens College during the summer 1990 and to a special Cooper Union summer program in engineering. In addition, as soon as their music talent became evident, both students were recommended to the project's Music Magnet Program. Both sisters participated in the annual International Multicultural Festival.

APPENDIX A

DATA COLLECTION AND ANALYSIS

Student Data Form

This one-page form is filled out by staff for each participating and mainstreamed student. OREA gathers data from this form on backgrounds, demographics, academic outcomes, attendance, referrals, and exit from the program.

Project Director's Questionnaire

The Project Director's Questionnaire includes questions on staff qualifications, program implementation, periods of instruction, and instructional materials and techniques.

Project Director's Interview

The interview gathers information on program and student or staff characteristics not supplied by the Project Director's Questionnaire. The interview also allows project staff to offer qualitative data or amplify responses to the Questionnaire.

Citywide Test Scores

OREA retrieves scores centrally from the Language Assessment Battery (LAB) and other citywide tests. For evaluation purposes, these test scores are reported in Normal Curve Equivalents (N.C.E.s). N.C.E.s are normalized standard scores with a mean of 50 and a standard deviation (s.d.) of 21.06. They constitute an equal-interval scale in which the distance is the same between any two adjacent scores. A gain of 5 N.C.E.s is the same whether it is at the lower or the higher end of the scale. N.C.E.s can be used in arithmetic computations to indicate group progress. (Percentile scales, although more familiar to many, are unsuitable for such computations since they are not equal-interval.)

Likert-Type Surveys

Likert-type surveys, in which respondents mark their opinions on a scale from one to five, are used in a variety of ways. They examine student attitudes (i.e., toward school and career, native language use, and native and mainstream cultures). They also assess staff and parent attitude and reactions to workshops and other activities.

Gap Reduction Evaluation Design

OREA uses a gap reduction design for measuring changes in standardized tests. Since no appropriate non-project comparison group is available in New York City, where all students of limited English proficiency (LEP) are entitled to receive supplementary services, OREA compares the progress of participating students with that of the group on which the test was normed. It is assumed that the norm group would show a zero gain in the absence of instruction, and gains made by project students could be attributed to project services. (See "Citywide Test Scores" above.)

To test whether pre/posttest gains are greater than could be expected by chance alone, OREA uses a *t*-test. To determine whether a difference between two proportions (e.g., program and mainstream attendance rates) is greater than could be expected by chance, OREA uses a *z*-test. The level of significance is set at .05 for all tests.

APPENDIX B

INSTRUCTIONAL MATERIALS FOR ENGLISH AS A SECOND LANGUAGE

Beginning Level

Pathways to English, Book 1, McGraw-Hill Publishers
Expressways, English for Communication, Prentice-Hall Regents
English With A Smile 1, National Textbook Company
Listen to Me! Beginning Listening Comprehension, Newbury House Publishing Inc.
ESL Grammar Exercise Book 1, Prentice-Hall Inc.

Intermediate Level

Pathways to English, Books 3 & 4, McGraw-Hill Publishers
Expressways 3, English for Communication, Prentice-Hall Regents
Cause and Effect, Newbury House Publishing Inc.
Now Hear This!, Newbury House Publishing Inc.

Advanced Level

30 Passages. Longman, Inc.
ESL Grammar Exercise Book 2 Listening in and Speaking Out. Longman, Inc.